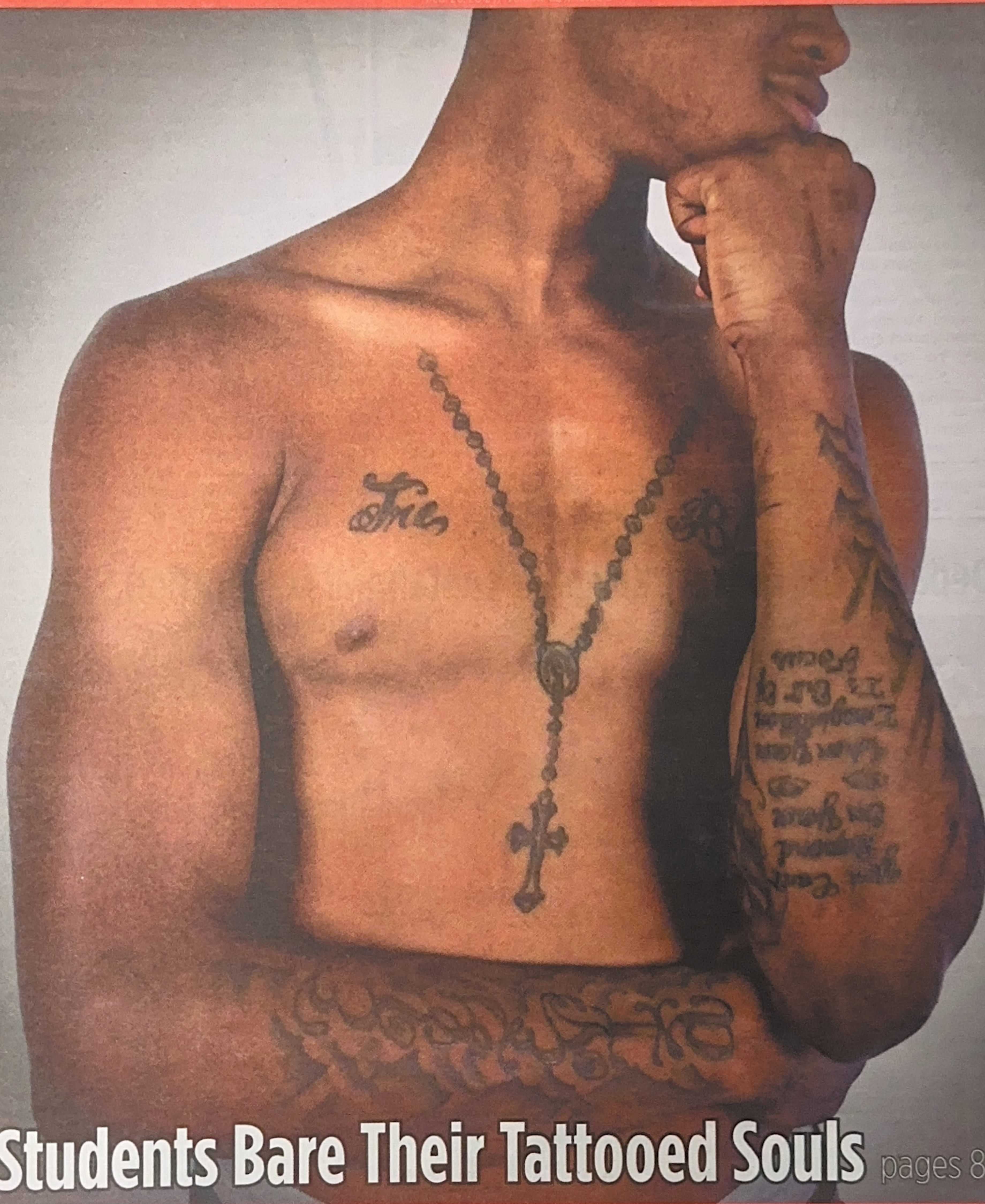


THE SHAKERITE

Feb. 28, 2012 // Volume 82 // Issue 6



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Shaker Goes Green for Funding

Facilities committee says energy efficiency could release district funding for new track and fields

ALLIE HARRIS CAMPUS AND CITY EDITOR

The path to new athletic fields may be paved with light bulbs.

The school district recently established a committee to assess repairs and improvements of school buildings, grounds and athletic fields. The Superintendent's Advisory Committee on School Facilities comprises residents and school district employees. So far, the committee has met twice, visited school buildings and proposed money-saving changes in district energy use.

"The committee's responsibility is to review the school district's facilities and mechanical systems to identify opportunities to replace or upgrade systems that are not energy efficient," said committee member Lee Weingart. "Some of the possible areas for energy improvements include the high school boiler,

replacement of incandescent lights with LEDs or other modern lighting systems and window replacement."

After touring district buildings to review energy systems, the committee recommended that the school board authorize and fund a study of the energy savings possible from upgrades.

"I understand that the school board adopted the committee's recommendation and has authorized the study," Weingart said. The study is expected to be complete in late March.

"Ohio law allows school districts to undertake certain energy system upgrades if a school district can demonstrate that the cost of the upgrades will be no more than the energy savings forecasted from those upgrades over a fifteen year period," Weingart said.

"The committee has identified about \$5 million in energy efficiency improvement projects to be studied. The preliminary cost savings from these projects is estimated to be \$7 million to \$9 million total over 15 years," Weingart said. "If the study demonstrates savings of \$8 million, then there would be \$3 million of 'extra' cost savings after you pay for the



Lee Weingart

\$5 million in energy efficiency improvements."

The committee hopes the "extra" money would pay for the track and field improvement project. This would allow new athletic fields to be built without city funds or additional school taxes.

The energy efficiency improvements would be funded by way of debt assumed by the school district. The school district would either get a loan from a bank or issue debt in the form of bonds.

The expected cost to replace two fields with artificial turf grass and the running track at the high school is \$2-2.5 million. The committee is optimistic that the energy efficiency projects will generate enough savings to pay for the fields and track.

Sophomore field hockey player Mia Wang is happy about the committee's efforts.

She said, "I think it's good that Shaker is making itself more energy efficient. Hopefully these new investments will pay off by expanding other aspects of Shaker life. Athletics are a huge part of Shaker and they deserve better facilities and fields."

Why You
Should
Care

Supreme Court
to Review
Texas Affirmative-
Action Policy

The Supreme Court has agreed to hear a case involving race-conscious admissions at the University of Texas, therefore re-assessing the question of affirmative action.

The case, *Fisher v. University of Texas*, involves a white student, Abigail Fisher, who claims the University of Texas denied her admission because of her race. By taking on the case, the court may redefine affirmative action policies and its effects may reduce diversity in colleges.

The African American population in the high school will be severely affected if this case denies affirmative action.

Principal Michael Griffith explains that he is unsure what he expects for the outcome of this case. "I believe it is extremely important in our country for universities to find some way to create diversity on their campus. It is essential to encourage and challenge under-represented groups," Griffith said.

"We need to give the African American males in our country an opportunity for high education. We need to fix these problems to have any chance of bettering ourselves as a country."

Government teacher, Tony Cuda, hopes that this case does not decide the entire affirmative action question. "It needs to be looked at on a case-by-case basis," Cuda said.

However, Cuda admits, "You never know how case law is going to be applied."

Music Department Concert Kicks Off Centennial Celebration

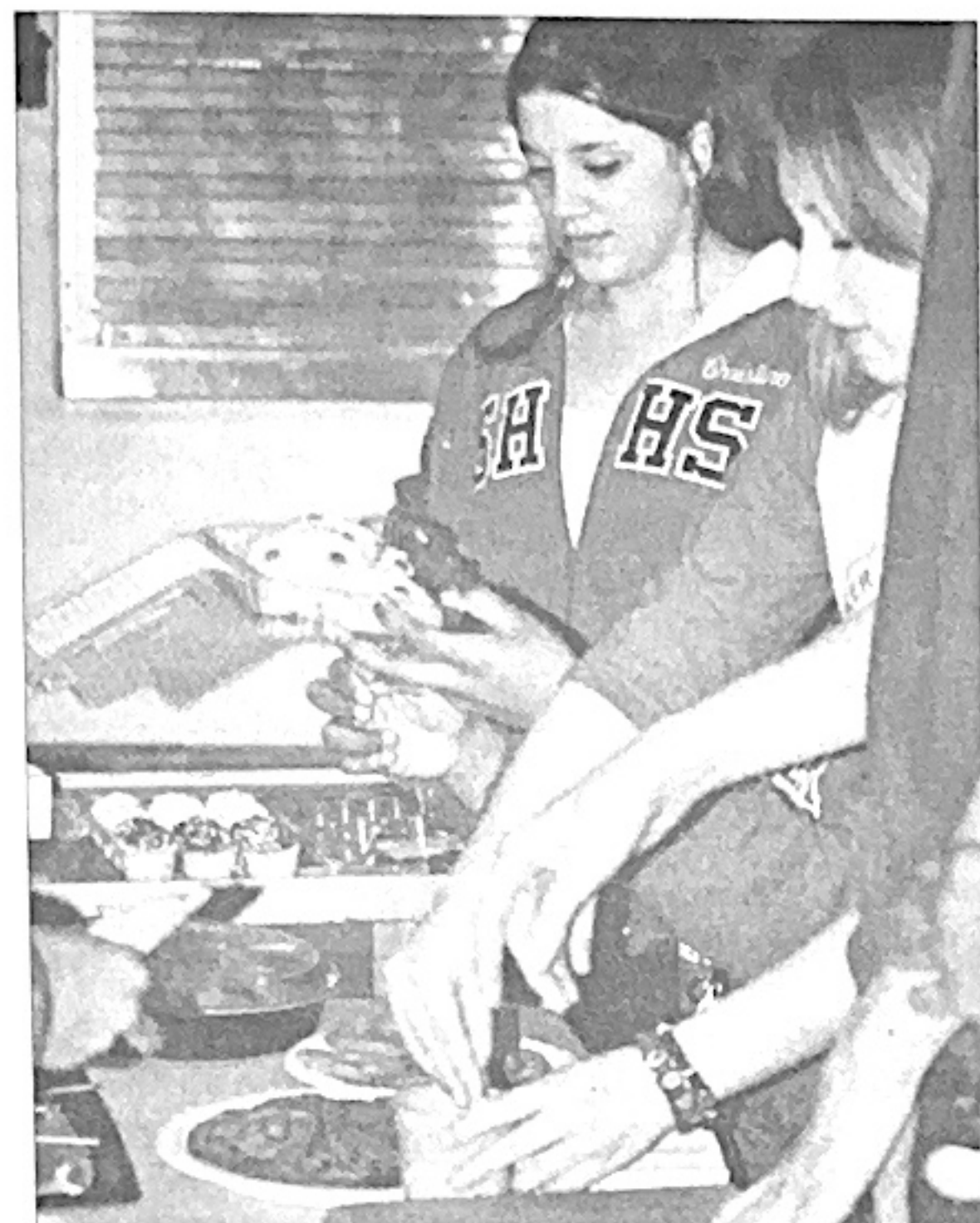


LIZ JACOB/THE SHAKERITE

The a cappella choirs, wind ensemble and chamber orchestra perform in the Large Auditorium Feb. 15 during the concert to mark the beginning of Shaker Heights' centennial celebration. The concert featured pieces from the 10 decades of Shaker's history and culminated in the world premier of a new piece written by nationally renowned choral composer David Conte. "The music department came up with the idea and organized the concert. It is the first time since the creation of the new auditorium that the band, orchestra, and choir are coming together for a celebration," wind ensemble director Tom Deep said.

COMPILED BY JULIA SCHARFSTEIN

Council Pencil Sale Defies Bake-Sale Law



Junior Student Council members sold pencils for \$1 each in addition to a complementary baked good.

JULIA SCHARFSTEIN CAMPUS AND CITY EDITOR

The Junior Student Council organized pencil sales during February in which they sold pencils for \$1 and gave away free baked goods.

Some people saw the pencil sale as a way to get around a state law that prohibits bake sales. Junior Class President Parker Smith doesn't see it that way. "It's not meant to get around anything. It's just meant to be a creative way to raise money," Smith said.

Smith also said he thinks it is not unfair to other groups and clubs that also want to sell baked goods. "We looked at a creative solution to a clear problem and we went through the necessary channels. We wrote a proposal and got it approved. No other club has done this," Smith said.

The idea for the pencil sale was taken to junior class adviser Walter Slovickovski, who told them to take the idea to administrators, who approved it. Slovickovski said that the pencil sale did not technically go against the letter of the law. "It was unique to me and it wasn't a bake sale," Slovickovski said. But, he also ex-

plained that "there is a fine line and hopefully, there can be a balance found between the letter and the spirit of the law."

Smith explained that he heard no complaints about the sale. "Students were not critical. A lot of people thought it was a good, creative idea. People had fun with buying a pencil. No one was upset," he said.

Senior Class President Michelle Cahn admitted that the pencil sale "kind of manipulated the rule" but she also said, "I think they did it in a way that isn't really hurting anyone. It was a good idea on their part."

Sales involving baked goods "raise a lot more money. They are the best option because...you make the profit without spending money on pizza or other things," Cahn said.

The sale of 5 cent, four-inch golf pencils proved effective. The Junior Student Council raised more than \$200. "It was the first time in second semester that we raised a significant amount of money," Smith said.

Smith plans to continue pencil sales until told by an administrator to stop.

State Wants You to Eat Right

Ohio Senate Bill 210, passed in June 2010, prohibits food sales during the school day. The law is intended to address childhood obesity. By disallowing food sales during the school day, the law aims to discourage unhealthy decisions. However, the bill does not limit food sales after school hours. Clubs continue to raise funds with bake sales and pizza sales during this time.

COMPILED BY JULIA SCHARFSTEIN

Shaker to Offer IB Medallion for Students Who Want Flexibility

JULIA SCHARFSTEIN CAMPUS AND CITY EDITOR

Shaker students may now receive an International Baccalaureate Medallion instead of signing up for the International Baccalaureate Diploma Programme.

The IB Medallion requires students to take three IB classes during junior and senior year, complete the IB exams and fulfill the Creativity Action Service requirement, which includes 150 community service hours.

Shaker learned about the IB Medallion at an IB workshop. A public high school in Minneapolis with a diverse community similar to Shaker's offered this option.

According to IB Coordinator Tim Mitchell, the IB Medallion was created to give students the option of taking some other classes in addition to experiencing IB-style classes.

Sophomore Maeve Lyness is considering

the medallion. "Taking a few IB classes would give me a taste of IB, without having to take the entire program," sophomore Maeve Lyness said.

The medallion is not recognized by the IB headquarters but it is a Shaker invention to allow students the opportunity for a mixed curriculum. It allows students to grow academically and also experience some personal growth with the CAS requirement. IB also "gives kids who start IB a fallback if things don't work out," Mitchell said.

Junior Daniel Griffith was not able to commit to the entire IB program because he "wanted to take higher level math and science classes that were not offered by IB." Griffith is considering the IB Medallion because it gives him the opportunity to take challenging classes. "I also like the CAS program because

it gives me a great chance to something of my own and grow creatively as a student," he said.

"The whole IB program seemed restrictive and intimidating to me and I wanted more freedom to take the classes I was interested in," sophomore Anna Katz said. "At the same time, I thought a couple of the IB classes had interesting curriculums so I decided I wanted to do the medallion."

"It's a nice way to acknowledge and reward students who are inclined to take some IB classes but are not going for the entire diploma," IB coordinator Tim Mitchell said.

Mitchell also explained that he wants IB to be more inclusive with courses open to as many students as possible. The Medallion will "share the opportunities offered from IB with more students," Mitchell said.

"It's a nice way to acknowledge and reward students who are inclined to take some IB classes but are not going for the entire diploma."

TIM MITCHELL

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Boy Found With Gun in School

16-year-old arrested
for having inoperable
semi-automatic pistol

SHANE MCKEON STAFF REPORTER

A 16-year-old boy was arrested at the high school Jan. 25 for carrying a concealed, unloaded, inoperable pistol, but the incident did not precipitate a lockdown.

The matter was handled quietly by administrators and the Shaker Heights Police. No lockdown was called, unlike three years ago, when the school received a call claiming that two armed people had entered the building.

In an email sent to all high school staff, Griffith wrote, "We learned on the morning of January 25 that a student reportedly had a weapon in school the previous day. The young man had just returned to the High School on the 24th after an extended period elsewhere. Police were notified immediately.

"The young man was apprehended when he entered the High School after the start of

the school day on the 25th. The weapon was located during a search of the young man's possessions. The young man was arrested and incarcerated. To our knowledge, no one was harmed or threatened with harm."

The gun threat is the first since the March 2009 lockdown of the school, and although the two situations seem similar, the response was very different.

On March 18, 2009, the school was locked down after a caller reported two armed individuals entering the high school.

On the morning of Jan. 25, 2012, it was discovered that a young man had entered the school with a weapon the previous day, and, upon search that morning, the young man was found with the gun.

A few students expressed their fear at the administration's decision not to call a lockdown in the more recent threat.

"It's a judgment call, but seeing the facts, it's always smart to play it better safe than sorry," sophomore Nick Adamson said. "It's a little scary that they didn't lock down the school."

Principal Michael Griffith was not available for comment.

Upon searching the building during the 2009 lockdown, police found neither weapons nor armed individuals. The lockdown lasted from about 1 p.m. to 2:30 p.m., and the remainder of the school day was cancelled.

Although police found a weapon Jan. 25, no lockdown preceded the discovery.

While the intent of the recent threat is unclear, some students explained their disappointment in their peers.

"It's a little embarrassing that we need so many security guards in our school," said sophomore Zach Hofstetter. "We should just be able to get by on the honor system."

However, the incident is now a judicial matter. Griffith's email stated, "This is in the hands of the police and courts. We are seeking prosecution to the fullest extent possible, and we are taking every action possible to ensure that he does not ever return to Shaker."

Senior Matt Reesing approved of the subtle approach.

"I think they handled it incredibly well," he said. "I respect all of them for their time and effort protecting us, no matter how small the threat is."

"It's a judgement call, but seeing the facts, it's always smart to play it better safe than sorry. It's a little scary that they didn't lock down the school,"

NICK ADAMSON

Student Mayors Meet to Consider Solutions for School

ALLIE HARRIS CAMPUS AND CITY EDITOR



Students attend Meeting of the Mayors to solve high school issues.

About 100 students tackled school issues at the Meetings of the Mayors Nov. 28 and Feb. 6. The meetings were designed by faculty to empower students who want to help improve school climate.

Students were invited based on their involvement in groups such as SGORR, MAC Scholars, MAC Sister Scholars, Student Council, athletics and academics.

"It was such one of the most diverse groups I've seen. It was really cool," SGORR adviser Halle Bauer said. Bauer was present at both meetings to help facilitate. However, the conversation was student-driven. At times participants met as one group of about 100 students, but most time was spent in eight to 10 smaller groups that were randomly assigned.

Senior Catherine Taylor changed her senior project after attending the meetings. Originally, Taylor was going to work at the zoo. Taylor's project now involves her making a presentation about the high school from a student's perspective. "We thought it would be cool to let the incoming freshmen know what to expect in high school and answer any questions in a more casual way than with freshmen orientation in the fall," Taylor said.

Taylor will visit eighth-grade English classes at the middle school to informally present information

and answer questions.

The meetings served as a "safe space" for students to talk about any topic they chose. Set up as an open discussion where students voice their opinions, students discussed many topics, including school spirit and student involvement and attendance at school events.

In addition, they discussed the behavior and attitude of both students and teachers. Students also brainstormed ways to bring new students and freshmen into the community by informal mentoring.

Attendees were given the challenge of identifying the issues and causes of the issues within Shaker, and to create opportunities and solutions to fix those issues. "It certainly was inspiring to see students come together from a wide variety of backgrounds and work for one problem," Bauer said. She added that she thought the meetings were "successful for implanting the seed of change."

Sophomore Conor Matthews attended both meetings. "It created a positive movement to improve the spirit in the high school," he said.

Advisers of the event hope that there will be more meetings later this year and in the future. They hope to have the same mayors attend, but they also want to incorporate more students. "The more mayors the better," Bauer said.

Join the conversation at

SHAKERITE.COM



JACK REESE/THE SHAKERITE

Rumors Should Be Addressed by Administration, Not Students

Did a girl go into labor in the high school? Were kids arrested for smoking in the bathroom and back stairwell? Is Kid Cudi coming to prom? It's the pathetic truth, but Shaker students find entertainment in the bizarre rumors that persist throughout the high school because no one ever confirms or denies them. When rumors of a student bringing an unloaded gun to school emerged recently, however, the administration's silence left us worried, not amused.

School districts such as Mentor Public Schools designate a specific page on their websites for rumor control. When rumors arise among students, faculty and the community, these districts publish statements about their validity. On April 5, 2011, Mentor's rumor page confirmed a rumor that the school's football stadium had been vandalized. The post stated the facts and encouraged the community to contact the police with any information. This technique keeps everyone calm. No one can invent facts or events if the administration takes the initiative to clear everything up in the first place. Rumors cannot escalate if they are quickly stopped.

District rumor control isn't about the inner work-

ings of a clique – it's about keeping the community informed about what happens at school. When rumors circulated regarding an armed student during the school day, the administration should have at least made it clear that the issue was under control. Principal Michael Griffith sent an email to employees titled "HS Incident" in which he explained that a student had been arrested for bringing an unloaded, "non-functioning" semi-automatic weapon to school. But he did not communicate with students. Kids being arrested, girls going into labor – these rumors may be dramatic but don't affect our day-to-day activities beyond a little distraction. However, a semi-automatic weapon in our hallways certainly does. As students in this building, we are as much a part of this community as the adults, and we deserve the truth. The administration has no obligation to report the truth of meaningless, childish rumors; however the big ones should not be swept under the rug.

Unfortunately, even with a district rumor control system in place, students take it upon themselves to control the flow of rumors. Such is the case with the thedashxx.webs.com, where an anonymous Shaker student posts tips and shares details about students' personal lives "solely for entertainment and communication." The early posts included vague informa-

tion, but the site administrator soon began posting students' initials, poorly blurred tweets and pictures. With the DASH distracting most of the student body and the creator updating the site throughout the school day, we wonder why the administration hasn't intervened. The DASH violates students' privacy and, in some instances, approaches libel. The site also depicts the Shaker community negatively. Shaker prides itself on its respected reputation, and we hope this would be reason enough for the administration to take action against the DASH.

Petty rumors and problems within friend groups are a part of our experiences – they come with growing up. However, when distractions cause us to spend our days clarifying whether the gun a kid brought to school was loaded, or which student is represented by initials on the DASH, the administration has a responsibility to take charge.

Make no mistake; teenagers are persistent. Just because the administration lets something blow over doesn't mean the students won't search to find the answers themselves. If we're being taught to leave Shaker as mature young adults, treat us like it. If our English teachers have the guts to bring up the controversial rumor website to their students, so should the administration.

**Rite
Idea**

Slashing the Slash Class

Slash classes are college preparatory/honors classes in which students in the same classroom are required to complete different assignments. Unfortunately, by mixing honors and CP classes, finding the line that distinguishes the two in a day-to-day setting becomes nearly impossible.



Sarah Shaw

According to the program planning guide, "For students selecting the Honors level option [of US History], course expectations

include a research paper with thesis statement, four page minimum of text, note cards, outline, internal documentation, and works cited to be completed in the second semester." While these expectations of an honors student are reasonable, when are students supposed to learn these additional skills, especially when the majority of slash classes seem to comprise CP students?

The CP students aren't required to fulfill these requirements. However, if honors students learn these skills in class, then so do CP students. If they have to fulfill the same requirements, they should be receiving equal credit, but that's not how a slash class works. The line remains fuzzy. There are enough students at each level to fill at least one class. Let's say there are six slash classes a day. Why can't there be three CP classes and three honors classes instead?

By combining levels, the honors students are taught at a CP level and the CP students are taught at an honors level, which is not what either group signed up for.

If there is one benefit to a slash class, it's easy level changes. Level changes are the only schedule adjustments permitted after the start of the semester and only for a short time. Students in slash classes can change levels without finding a new classroom, adjusting to a new teacher or catching up to the rest of the class.

That being said, I don't think that easy level changes are advantageous enough to stick with mixed-level classes. I am in a slash class instead of AP U.S. History. The class at times is not challenging enough to be fairly described as an honors class. The difference is a paragraph of writing per test and an extra essay on the semester final.

The layout of the slash class is great for CP students looking for a slightly more challenging class and honors students looking for a simpler class. However, because the day-to-day class is not taught at a CP or honors level, slash classes become a level in themselves, one not comparable to other levels in the school.



SASHA RAE-GRANT/THE SHAKERITE

Global Studies Inadequate Precursor to AP U.S. History

Every freshman must take Global Studies. For some students, the class is easy. I didn't have to put any effort into my work, and I still earned a 115 percent at the end of the year. I already



Sasha Rae-Grant

knew most of the material and I spent a lot of my time doodling in class. Sophomore year I started AP U.S. History and I felt completely unprepared for the work. And I am not alone in thinking that Global Studies did not prepare us.

"It's like saying, 'Did preschool prepare you for high school?'" sophomore Mario Belfiglio said.

Other students didn't feel prepared for the essays required in APUSH. Sophomore Lauren Jensen said that even though her Global Studies class had DBQs, they were completely based on the documents. In APUSH, there must be an even mix of documents and outside information and the documents are much more advanced.

While students such as Belfiglio think that an honors-level Global Studies would help, Social Studies Teacher Silvia Sheppard does not agree. She believes that it would be a huge jump from honors to AP anyway.

It's a huge jump for students now. Sophomore Myah Marbury said that to get an A on

an APUSH quiz, she'd "have to be writing the textbook."

Sheppard said that she and the other Global Studies teachers try to teach how to write a decent essay, but that all the classes have different requirements.

Social studies teacher and former department chairman Terrence Pollack helped create Global Studies. He wanted to integrate students so that they could learn from one another. Pollack said that if all classes were tracked academically, students would be isolated in their own groups and have no real contact with others. He also said that it's the teachers, not the courses, who prepare students for AP classes.

Some students said that their teachers helped, but they weren't used to the work that APUSH requires -- more reading, more tests and quizzes, more writing, and much more time than Global Studies.

In Global Studies, one night's reading takes 20 minutes with good note-taking. In APUSH, one night's reading can take anywhere from one to three hours, depending on the quality of notes one takes.

Pollack said that students should use help from teachers to their advantage in order to prepare for APUSH.

That's a nice theory.

But when a class such as Global Studies is easy for students, where does the motivation to work hard and prepare well come from?

"It's like saying, 'Did preschool prepare you for high school?'"

MARIO BELFIGLIO



Bros and Ponies: The Bronies

My Little Pony. Those three words probably conjure up images of singing, dancing pastel caricatures from the '80s and '90s who defeated foes by crying at them. Not so much with the most recent incarnation "My Little Pony: Friendship

is Magic." The show is the brain-child of Lauren Faust,



Steven Friedman-Rommel

who brought forth wonders such as "The PowerPuff Girls," and "Foster's Home for Imaginary Friends." It is an incredible TV show, broadcast on the Hub, which has attracted and unusual group of fans. It's not

your typical collection of little girls; the group comprises older male fans. This group refers to themselves as "Bronies." A portmanteau of "bro" and "pony," the term has become gender neutral, inclusive of older males and females alike.

Bronies have had an immense impact on

the show. They have scored interviews with people who work on the show and had those people attend Brony conventions.

In a recent episode, a background character named

Derpy by the Bronies was officially named Derpy and was even given a voice actor in a little vignette. John DeLancie, a famous actor who played Q in "Star Trek: Next Generation," was cast as a reality warping chimera named Discord, a villain who starred in the first two episodes of the second season.

For more information regarding the show itself, contact your local Brony. I am one myself and I am well versed in the show's myths.

Guest
'Rite

Origins of the Show

The origin of the story is a strange one. The common explanation stems from a number of threads on the infamous 4chan, an Internet message board. For some reason, these joke threads actually garnered much support for the show, stirring up great controversy on 4chan. Eventually, these Bronies mostly vacated 4chan in favor of creating fan sites all over the Internet. In addition to uploading episodes and clips to sites such as YouTube, news sites like Equestria Daily popped up, as well as image boards like Ponibooru, and many, many forums.

Reasons behind this unusual demographic

are varied. Many consider the show to be a source of unadulterated joy, intriguing plot lines, or excellent art direction. Whatever the reason, the Bronie community is a fast-growing, interesting and enthusiastic group, not to mention creative. Fan artists have written hundreds of fan fictions, and have created countless works of fan art, including custom ponies, digital images, paintings, comics, plushies, Pony Music Videos, clothing, original music as well as remixes. They have a number of conventions around the world, one of the most notable being BronyCon, which is located in New York City.

Things Not to Say to a Teacher

Top
10

1. How many points is this worth?
2. Will this be on the test?
3. When will we get our tests back?
4. This is boring!
5. But I'm texting my mom!
6. Can I leave?
7. Do I need to know this?
8. Do we need to take notes?
9. There's no music playing!
10. Can I use my notes on the test?

The Shakerite

8 February 2012/Volume 82
Issue 6

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Tattoos ranging from mothers to in memorium to memorable



Daniel Jones
senior

"My tattoo is my father's name, and I got it because he passed away," senior Daniel Jones said. Jones got his tattoo when he was 17. He decided to have it drawn on his arm so that he could hide it or show it off when he wanted to. Jones' mother wanted the tattoo to stay small and accompanied him to the tattoo parlor to give consent.



Showing off his tattoo to was not easy for Jones, but he does not regret it. "The scariest moment of my life was showing my grandparents my tattoo," he said. "They cried, but it was definitely tears of joy. I remember when I was 15 my grandpa said, 'No grandson of mine will ever get a tattoo,' so that's why I was really afraid to show them."

Jones said that he may get additional tattoos in the future. "I will wait until something meaningful comes up to get another," he said.

The tattoo cost \$60.



Logan Davis
senior

Senior Logan Davis had the outline of a sailboat tattooed on her ankle. "It is symbolic of a challenge I went through," she said. "My parents knew the story behind it, and even though they don't like tattoos in general, they supported mine because they knew the symbolism behind it."

Davis chose to get her tattoo on her ankle so that it would be easily concealable. Because the tattoo is so small, the process only took a few minutes, but Davis said that it was still a painful procedure. However, she does not regret her tattoo.



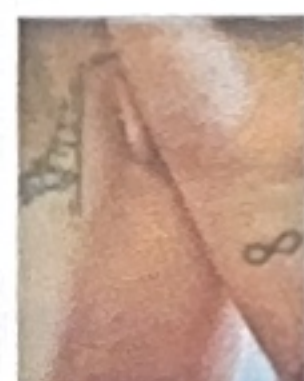
Her tattoo was drawn at Focused, a tattoo parlor located on Coventry Road, and it cost \$40. "I saw them unwrap the needles, so I knew they weren't infected or anything," Davis said.



Sophie Borione
junior

Junior Sophie Borione has the infinity symbol tattooed on her wrist and the Eiffel Tower tattooed behind her ear. "I knew I wanted the infinity sign," Borione said. "I didn't figure out I wanted the Eiffel Tower until last minute." Each tattoo cost \$45.

Borione wanted a tattoo that would represent her French nationality and chose to get it behind her ear so that it could be easily hidden. Her parents did not originally know about her tattoos. Borione was 16, and was not asked for identification. "I don't know where the place was," Borione said. "It doesn't have a name. It was just someone's house." However, Borione had seen friends get tattoos there, and therefore was not worried about health risks.



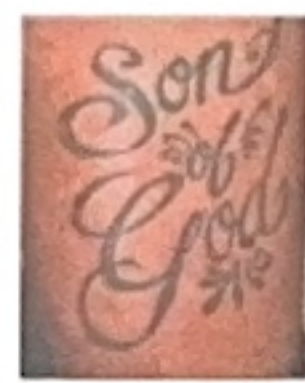
Jeremy Allen
senior

Senior Jeremy Allen went to a tattoo parlor with his mom during his sophomore year without knowing what tattoo he wanted to get.

She began suggesting quotes, and Allen transformed one of them into "Son of God," which is tattooed on his arm.

Allen's twin brother, Jordan, got a tattoo first, inspiring Jeremy to get his. "My mom would always tell me, 'No,'" Jeremy said, and on his birthday, he begged his mother to let him get a tattoo.

"Sometimes I regret [my tattoo]," Allen said. However, he is reassured by the tattoo's religious content.



Maddie Walker
senior

Senior Maddie Walker got her tattoo when she was 16. "My tattoo says my name in Gaelic characters, which was on a family stone that I lost, so now I can't lose it," she said.

Walker's tattoo is located on her ribs, where it can be easily hidden. However, it was painful when it was drawn. "The pain wasn't unbearable, but it hurt pretty badly," Walker said.

"I was pretty confident that everything would be OK so I wasn't concerned about any health risks," Walker said.

Walker's mother went with her to Focused, a tattoo parlor in Cleveland Heights, where the tattoo cost \$60. However, Walker said her father still doesn't know about the tattoo.



Terry Rozier
senior

"I don't regret any of my tattoos, but I regret where I got them," said senior Terry Rozier, who is pictured on the cover and who has tattoos along his arms and on his chest.

He said each of his tattoos is meaningful and most have to do with his family.

Rozier said that he does regret the tattoos on his forearms. "Basketball won't last forever," he said. Eventually, the tattoos will not look as they were originally intended, but he does not anticipate regretting the designs. "You have to make sure [your tattoo] isn't crazy," he said.

Rozier got his first tattoo at a friend's house, when an artist licensed in North Carolina visited. It cost \$75.

A point guard on the varsity basketball team, Rozier said that his tattoos sometimes cause a distraction during interviews.

"It doesn't matter for basketball," he said. "But when you are talking to a reporter, they look for that stuff. It's not just how you talk - they look at the tattoos you have to see what kind of person you are, not just on the court but off the court."



Getting Inked

ALYSSA EBERHARD, MARISSA MILLER AND RACHEL SHAW COVER STORY EDITORS

Parlors, Parents and Permission

Ohio is one of only nine states that require tattoo parlors to hold operating licenses. However, tattoo artists receive no formal training other than a period of apprenticeship, and it's up to the parlor's proprietor to determine when the apprentice is ready to become a full-fledged artist.

"The bottom line is, the more experience, the better the artist," said the owner of A Nu Tatt2 Professional Tattooing, located in Bedford. As with any other skill, more "skin-time" (the time spent giving tattoos) equates to a better artist.

Section 3701-9 of the Ohio Administrative Code outlines procedures for tattoo and body piercing services. It specifies that tattoo parlors must keep a log of dye colors, manufacturers and any other identifying information for each pigment used. The owner of Focused Tattoo, located on Coventry Road, explained that this is a legal protection. If customers complain of unhygienic conditions or experience allergic reactions to dyes, the tattoo parlor is able to track down and examine the dyes used. He clarified that allergic reactions to dyes are rare, and customers are informed of possible problems before they are tattooed.

Ohio law also states that minors need parental consent before they are tattooed. Katie Emerson, mother of senior Logan Davis, supported her daughter when she got a tattoo of a sailboat on her ankle. "We had many discussions over a number of months because I had concerns," Emerson said. She was concerned about health risks as well as the permanence of the tattoo. "I don't know if I actually had to formally sign something or not," Emerson said. Emerson can't remember if Davis was 18 years old at the time, or if she got the tattoo before then.

Focused Tattoo and A Nu Tatt2 are the parlors where Shaker students can most often be found. At all tattoo parlors, both the minor being tattooed and his or her guardian are required to present valid state IDs. To give consent, the parent or guardian must be at the parlor as the tattoo is drawn and sign a consent form in which the business explains the tattooing procedure and tattoo after-care methods.

Junior Hombre Thomas, (pictured on the

right)

has

numerous

tattoos from several

different parlors, which include Body Revolution, Focused and A Nu Tatt2. His first tattoo cost \$220 and was done at Body Revolution, where his mother was getting a piercing. Thomas's mother consented to both getting a tattoo and the design he chose.

Thomas said his tattoos mesh. "One arm is all about my family. The other arm has less meaningful tattoos, but they all still fit in," he said.

Although minors of any age are, with permission, allowed to be tattooed, individual tattoo parlors have set age limits. G&G Tattoo, located in Willoughby, will not tattoo people who are under 16. "You have to prove who you are and how old you are. Sometimes a kid comes in, and they look 18 but they're 14," the G&G receptionist said. The G&G website homepage boasts the slogan "Experience. Quality. Safety." It continues, "We tattooed your parents - let us tattoo you!" G&G cites 125 years of tattooing as professional experience.

Focused Tattoo does not state a particular age limit for minors to get tattoos. Most 16- and 17-year-olds are able to get a tattoo with parental consent. However, A Nu Tatt2 will tattoo minors of any age provided that a parent consents.

On the numbers

9 states require tattoo artists to have licenses

16.8 The average age when a teenager gets his/her first tattoo

0 states require formal training for tattoo artists



COURTESY CHANDLER SHAW PHOTO

McBurney Expands Students' Horizons

**Teacher
Feature**

On Camera

McBurney has used her various talents (among them are film and TV commercial appearances and voiceovers) in many productions outside of the high school.

Behind the Scenes

McBurney has directed productions at Near West Theatre, Cleveland Public Theatre New Plays Festival, Dobama Kids Playwriting Festival and Lake Erie College.

Shaker Productions

For Shaker, she has directed "Twelfth Night," "Into the Woods," "The Importance of Being Earnest," "Ragtime," "Much Ado About Nothing," "Metamorphoses" and "Wonderful Town." McBurney is also the artistic director of New Stages. New Stages is a compilation of plays written, directed, and performed by students.

COMPILED BY ERICA SEMAN

Theatre Teacher Recruits Professionals to Inspire Students' Career Plans

ERICA SEMAN SPOTLIGHT EDITOR

Inspiration is Christine McBurney's business.

Students who find themselves in classes with the Theatre Arts Department chairwoman are inspired by both their teacher and the filmmakers and writers she brings to the school.

McBurney teaches Junior Ensemble, Drama Literature and Writing, Theatre I and Theatre II. In these classes, students learn theatre vocabulary, history, play writing, acting and directing. And through McBurney's connections and effort, they learn how professionals use those skills to make art and make lives.

McBurney came to Shaker 10 years ago and assumed leadership of a prominent theatre arts program. She observed that the department was "successful in really trying to teach and really trying to reach young people and put on a good production at the same time."

A decade later, she's still impressed.

"I'm still blown away by the level these students are at," she said.

Senior Jonah Weinstein is one of those students. He has been active in theatre for four years. McBurney has taught him in IB Theatre and Playwriting, and he has participated in three-fourths of the main stage plays and every New Stages production during his time at the high school.

"She's taught me to appreciate the process and not just the product," Weinstein said.

McBurney has also taught senior Allegra Verlezza for the past four years.

"She's inspiring. She really makes me believe I can pursue a career in playwriting," Verlezza said.

Since joining the department, McBurney has directed "Twelfth Night," "Into the Woods," "The Importance of Being Earnest," "Ragtime," "Much Ado About Nothing," "Metamorphoses" and "Wonderful Town." McBurney is also the artistic director of New Stages, an annual spring collection of plays written, directed and performed by students.

"She has inspired me to pursue theatre and to follow my passions while I'm young," Weinstein said.



ERICA SEMAN/THE SHAKERITE

McBurney's favorite film is "All About Eve." For favorite directors, McBurney prefers "all of the women working in this male-dominated field." If she could play any role, it would be Masha in Chekhov's "The Seagull." "She's tragic-comic, wears black all the time and speaks her mind."

"She's taught me to appreciate the process and not just the product."

JONAH WEINSTEIN

In addition to teaching a broad curriculum covering all aspects of theatre, McBurney reaches beyond the high school to enhance her students' experiences. McBurney has performed and directed in many capacities throughout Cleveland. Over the years, she has forged connections with professionals who later accepted her invitations to visit the high school.

McBurney Presents The Film Forum

Most recently, McBurney organized the first Shaker Film Forum. Filmmakers and writers Jamie Babbit ('87), Karey Dornetto, Robert Banks and Eric Swinderman visited theatre classes Feb. 16 to discuss their professional experiences.

Babbit, who was active in Shaker's Theatre Department, has directed episodes of shows such as "Ugly Betty," "Gossip Girl," "90210" and "The Middle." She directed the film "The Quiet" and directed and wrote the story for "But I'm a Cheerleader."

In a press release for the event, McBurney stated, "I wanted to share these incredible people, who make their livings writing and directing, with my students."

Students agree that events such as the forum benefit their experience in theatre.

"Theatre is collaborative, and it allows you to get to know other people [participating in the industry], as well as their strengths and weaknesses," Weinstein said.

McBurney said that events such as the Film Forum help inspire students, rather than being a simple presentation.

"When they hear their stories, if this is the career that they want to pursue, I think they are going to be able to see themselves in the future," she said. "I think if my students can find a path that feeds their souls -- whether that's in the arts or finance -- as long as they can find passion in their work [that would be success]."

McBurney stated that teaching is her favorite part of her career in theatre. She said, "This world needs more artists."

Prior and during her work at Shaker, McBurney has acted and directed in a diverse number of events and venues throughout Cleveland.



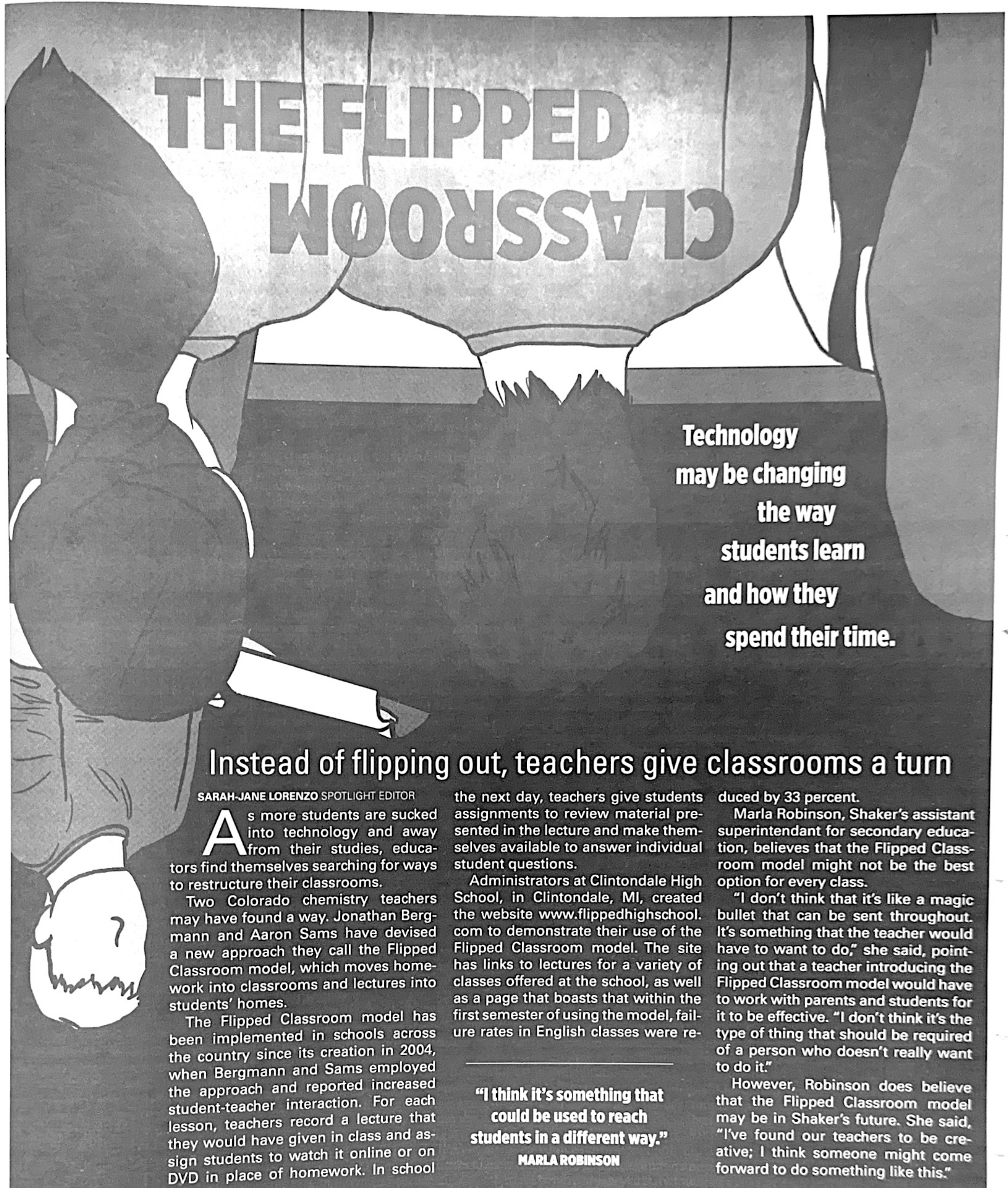
Allegra Verlezza

Helping Students See Successful Future in the Arts

"I have learned a lot from Ms. McBurney. This is my fourth year in New Stages. She's taught me so much in terms of acting, how to move on stage, how to play with the audience. Ms. McBurney

is very engaging and inspiring. The Film Forum was amazing. It made me believe you could have a career in the arts, make a living and still be artistically fulfilled. I want to be a playwright. Because

of her, I learned to love creative writing, something I didn't enjoy previously due to the structure. She made me learn to want to write and to want to write all of the time and that's what I'm going to do."



THE FLIPPED CLASSROOM

**Technology
may be changing
the way
students learn
and how they
spend their time.**

Instead of flipping out, teachers give classrooms a turn

SARAH-JANE LORENZO SPOTLIGHT EDITOR

As more students are sucked into technology and away from their studies, educators find themselves searching for ways to restructure their classrooms.

Two Colorado chemistry teachers may have found a way. Jonathan Bergmann and Aaron Sams have devised a new approach they call the Flipped Classroom model, which moves homework into classrooms and lectures into students' homes.

The Flipped Classroom model has been implemented in schools across the country since its creation in 2004, when Bergmann and Sams employed the approach and reported increased student-teacher interaction. For each lesson, teachers record a lecture that they would have given in class and assign students to watch it online or on DVD in place of homework. In school

the next day, teachers give students assignments to review material presented in the lecture and make themselves available to answer individual student questions.

Administrators at Clintondale High School, in Clintondale, MI, created the website www.flippedhighschool.com to demonstrate their use of the Flipped Classroom model. The site has links to lectures for a variety of classes offered at the school, as well as a page that boasts that within the first semester of using the model, failure rates in English classes were re-

duced by 33 percent.

Marla Robinson, Shaker's assistant superintendant for secondary education, believes that the Flipped Classroom model might not be the best option for every class.

"I don't think that it's like a magic bullet that can be sent throughout. It's something that the teacher would have to want to do," she said, pointing out that a teacher introducing the Flipped Classroom model would have to work with parents and students for it to be effective. "I don't think it's the type of thing that should be required of a person who doesn't really want to do it."

However, Robinson does believe that the Flipped Classroom model may be in Shaker's future. She said, "I've found our teachers to be creative; I think someone might come forward to do something like this."

**"I think it's something that
could be used to reach
students in a different way."**

MARLA ROBINSON

Writers, Directors Set to Bring New Stages 30 to Life



ERICA SEMAN/THE SHAKERITE

The writers and directors for New Stages 30 were announced Feb. 17.

- "AufWeder Sehen," written by Barbara Craig, will be directed by Jonah Weinstein.
- "Blood is Thicker than Ketchup," written by Graham Fine, will be directed by Hannah McCandless.
- "Boujetto," written by Diamond Miller, will be directed by Kevin Parker. "IBF," written by Allegra Verlezza, will be directed by Ford Shelton.
- "Murder in the Worst Degree," written by Josh Barnett, will be directed by Brendan O'Connell.
- "Paint Brushes, Canvasses, and the Art of Giving Up," written by Claire Lawrence, will be directed by Kristen Leonard.

New Stages will be presented Mar. 14-17.

From left to right (top): Claire Lawrence, Kristen Leonard, Jonah Weinstein, Hannah McCandless, Ford Shelton, Brendan O'Connell, Kevin Parker, Diamond Miller
(bottom): Barbara Craig, Graham Fine, Allegra Verlezza.

Inspired by Franklin, Junto Aims for Educational Service

KATHLEEN KALAFATIS SPOTLIGHT EDITOR

Junto may sound like a mixed martial arts group, but its mission is anything but combative.

Junior IB student Evelyn Ting dreamed of starting a club at the high school since her freshmen year. She founded Junto in 2011 in hopes of increasing emotional engagement in community service projects.

"When I was doing community service with other groups, I didn't feel connections with the people," Ting said. "No one explained why it was important or what the specific facts were. I was looking for an emotional tie through more information on a project."

Ting created Junto to fulfill the Creativity Action Service requirement for the IB Diploma Programme, which requires students to complete 150 hours of community service over two years.

Junior IB student Alexander Freidman joined Junto for reasons other than completing his CAS requirements.

"Junto is never a waste of time," Freidman said.

Ting found inspiration in Benjamin Franklin's Junto club. The Spanish word was first used in the early 1600s and means a group of men joined together for a similar cause. Franklin created his Junto group to help generate ideas about improving society. The group eventually became the American Philosophical Society.

Junto has completed three projects this year.

Their first was a trip to the Shaker Lakes Nature Center, where members cleaned the marsh and plant-

ed seeds of native species, increasing the diversity.

Brandon Henneman, a volunteer coordinator at the Shaker Lakes Nature Center, explained the importance of the effort to Junto members. He said that a higher population of native species other than cattails (a common wetland plant with a long stem and a brown flower on top) would increase the biodiversity of the marsh.

Junto also organized an elementary school clothing drive and collected 40 bags of clothing from students and the community. The clothes were donated to Bhutanese refugees, the largest groups of refugees in America.

By mailing fliers, Junto members recently helped the Beachwood Alzheimer's Center promote an educational meeting to help raise awareness about the disease.

Ting wants Junto's projects go beyond raising awareness and donations. She wants members to recognize the impact on both members and those who are receiving their help.

Ting arranges for experts in related fields to inform members about their projects. For example, members met Bhutanese refugees and learned their individual stories rather than just collecting and dropping off the clothing.

"It is an interesting way to learn more about an issue and respond to it," Freidman said.

Junto attracts nine regular members but usually has 16 members at each meeting. The club is open to all students.

The future of the club doesn't concern Ting at the moment. She hopes the club will continue after she graduates.

"I haven't really thought about who will lead the club after I graduate but it will be a democratic process," Ting said.



NAOMI HILL

The members of Junto pursue their community service project at the Shaker Lakes Nature Center. The club helped increase the biodiversity by planting seeds of native species.

"Junto is never a waste of time."

ALEXANDER FRIEDMAN

Rock Solid on Defense

Senior guard Danae Rock had too much energy and couldn't focus before the Jan. 14 game at Warren G. Harding. She had 100 seconds to kill between the end of warm-ups and the start of the game, so she jogged back and forth between the baseline and half-court line. It seemed to work.

She focused, played well and decided to run that 1:40 interval before every game.

NAIA member Lourdes College took interest in Rock's defensive energy during her sophomore year, and since then, they have seen her play more than 50 games. The pressure of coaches' presence hasn't affected Rock's play; she's averaging 5.9 steals per game this year.

"I don't really stress about coaches coming to my games because I feel that you should be able to play in front of anybody," she said.

IAN ROUND



IAN ROUND/THE SHAKERITE

Senior guards Jordyn Peck (shooting) and Danae Rock shoot baskets during practice Feb. 23. Next year, Peck will play at Division I Wagner College on Staten Island, and Rock will play at National Association of Intercollegiate Athletics member Lourdes College, which is near Toledo. Assistant coach Dwayne Morrow, who coaches the pair's AAU summer team, The Cleveland Crush, said, "They're probably completely opposite." He said Rock is more vocal, and Peck leads by example; his nicknames for them are Thunder and Lightning. "Rock is the thunder; she makes all the noise," Morrow said.

Jordyn is Wagner's Number One Peck

IAN ROUND RAIDER ZONE EDITOR

Jordyn Peck's summer ended with a bang, and thankfully, Wagner College saw it.

In the senior point guard's last game of the summer AAU season in a tournament in DC, she couldn't miss. Her team, The Cleveland Crush, was playing the second seed, a team with four Division I prospects.

She scored 42 points: six three-pointers and the game-winning layup in sudden-death double-overtime with seven seconds left. She scored 30 of her team's 36 second half points.

"It was a big girl on me and I thought 'she's too slow,' so I drove right past her," Peck said of the game winner.

"It was my best game ever," she said. "Any time I was open I just shot it and it went in. . . It looked impossible to miss."

Her coaches, of course, were thrilled. "They'd never seen me do it, I had never seen

myself do it," she said.

Wagner, a Division I college on Staten Island, subsequently offered her a full scholarship. Other D-1 schools had recruited her, but hadn't made scholarship offers because she hadn't yet taken the ACT.

Her coaches may never have seen her do it, but they weren't surprised. In Peck's first game for Shaker, as a sophomore (she transferred from Richmond Heights after freshman year), she made eight three-pointers against Bedford, breaking the state record in women's high school basketball. In one half.

"That was interesting because she broke the record in half of a game," said assistant coach Dwayne Morrow, who coaches Peck and senior guard Danae Rock on the Crush.

Then, last year, she tied her own record against Youngstown East. She scored her 1000th point Jan. 25 in a 55-30 win against Euclid. She scored 20 points, compiled nine as-

sists and made three steals.

Rock, Peck's co-captain and teammate on the Crush, compares Peck's style to that of LeBron James mixed with Dwyane Wade.

"She has the scoring ability, she has the defensive ability," said Rock, who will play at Lourdes College next year. "She feels like she's more like LeBron; I feel she's more like LeBron with D-Wade's attributes."

Rock said that players often tease Peck by comparing her departure from Richmond Heights to James taking his talents to South Beach and the Miami Heat.

Peck said her brother, a guard at D-II Urbana University, taught her the game. "He taught me how to become a very consistent shooter, like I am," Peck said.

A lefty, Peck said her one weakness is her right hand. "I've been working on my right hand my whole life, but it's still not as strong as my left hand yet."

SWEETIE FRY



HAND-CRAFTED ICE CREAM IMPOSSIBLY GOOD FRIES

Shaker Heights Teachers' Association

SHTA

Professionals Dedicated To Educating
Shaker's Youth

For Torrence, Yoga isn't a Stretch

Too Much of a Good Thing

The New York Times Magazine published an article titled "How Yoga Can Wreck Your Body." The Jan. 5 story portrayed the risks of yoga. William Broad writes that Glenn Black, an instructor in New York, "believe[s] that 'the vast majority of people' should give up yoga altogether. It's simply too likely to cause harm." In the story, Black explained that ego and obsession cause many injuries: many people stretch farther than their bodies will allow. He blamed most injuries, though, on yoga's demographic shift. Yoga's inventors were from India; many yoga poses developed from cross-legged sitting, a common daily posture. Black told the Times, "Now urbanites who sit in chairs all day walk into a studio a couple of times a week and strain to twist themselves into ever-more-difficult postures despite their lack of flexibility and other physical problems."

IAN ROUND

IAN ROUND RAIDER ZONE EDITOR

A New York Times article estimated that 4 million Americans practiced yoga in 2001. Other studies estimated the number between 12 and 20 million in 2011. Raider Zone talked to senior Cassie Torrence, who practices yoga three to five times weekly at Lifetime Fitness.

How long have you been doing yoga?

I started practicing yoga as a kid every summer in New Jersey. I would go three times a week and I practiced regularly from age eight to 12.

But not in Ohio?

Yeah, I never did it in Ohio. Then when I lived in Jersey for a year I did it every week for a year. I did it in Ohio from 12 to 14 and didn't begin again until high school. But for an athlete it was extremely helpful in increasing my flexibility.

You probably didn't have much of a reason when you were 8, but why did you start?

My mom would go and I would come along. It was a fun challenge for me. I didn't go to church and the shavasana was a way for me to kind of get in touch with myself . . . it was also like a nap time. When I started my practice once again, it was for a different reason.

What was that?

When I picked up yoga again, I knew yoga was an amazing way to keep my body functioning. I knew it would work my muscles as well as my mind and my spirit. A lot of girls go in to get fit. But I started practicing again to balance. Yoga is a physical, mental and spiritual practice. You work your ass off to do the physical pose, and you keep your mind working, pushing yourself to deepen the stretch, to concentrate only on what you are doing. And spiritually, yoga focuses on breathing. Deep breathing makes me reconnect with myself,

keep myself focused only on what I'm doing in that moment. Shavasana in the end, the period of meditation, helps to ground me and it's the closest I come to any kind of religion or praying.

What does shavasana mean?

It's from the Sanskrit shava, meaning "corpse," and asana, meaning "pose." Quite literally, the "corpse pose." One lays on their back allowing the feet to fall outwards, palms turned up. It is intended to be rejuvenating. A period of meditation when one focuses on the breath. Also, doing yoga in India [the Asian Studies class went to India in 2011] was awesome.

What was that like?

Incredible. In America, most yoga practiced is hatha yoga. But in India I practiced one of the five or six oldest forms: raja yoga. It was amazing. It wouldn't seem like a workout, but I felt so physically good after. It was all about breathing and balancing the different parts of the body through controlled breath.

What kind of yoga do you do here?

Hatha, which is pretty old but pretty popular in America, and bikram, which is hot yoga.

[The two are essentially the same except for the 95-degree room temperature, which makes deeper stretches easier.]

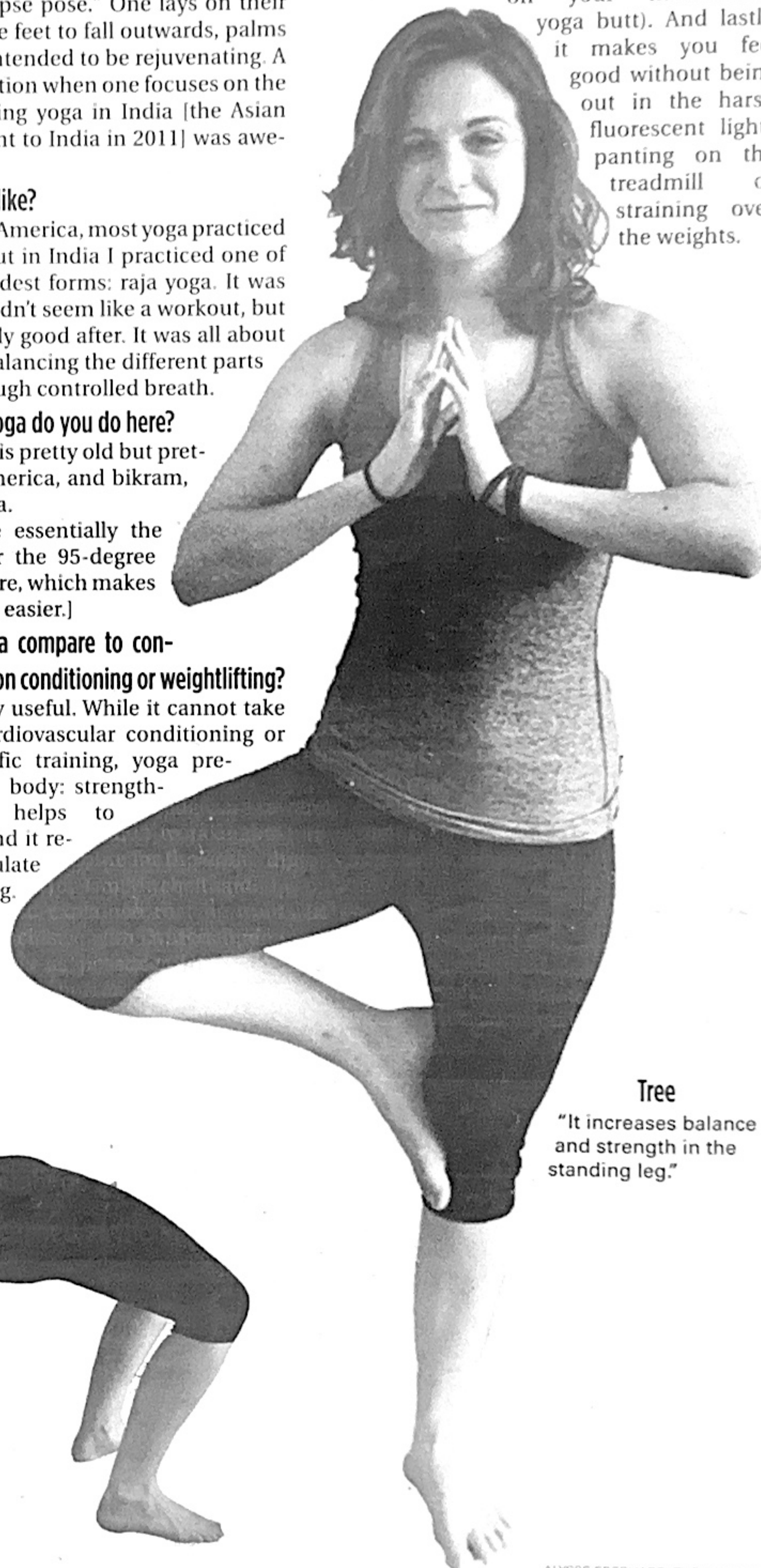
How does yoga compare to conventional preseason conditioning or weightlifting?

It is extremely useful. While it cannot take the place of cardiovascular conditioning or any sport-specific training, yoga prepares the entire body: strengthens muscles, helps to realign joints, and it really helps to regulate your breathing.

Even without cardio exercise, I have a serious lung capacity because of yoga.

Why is yoga so trendy?

Yoga is trendy for a few reasons. The first? The yoga butt. Gotta have it. Two? The socially acceptable spandex all the time (in particular to show off your hard-earned yoga butt). And lastly, it makes you feel good without being out in the harsh fluorescent lights panting on the treadmill or straining over the weights.



Tree

"It increases balance and strength in the standing leg."

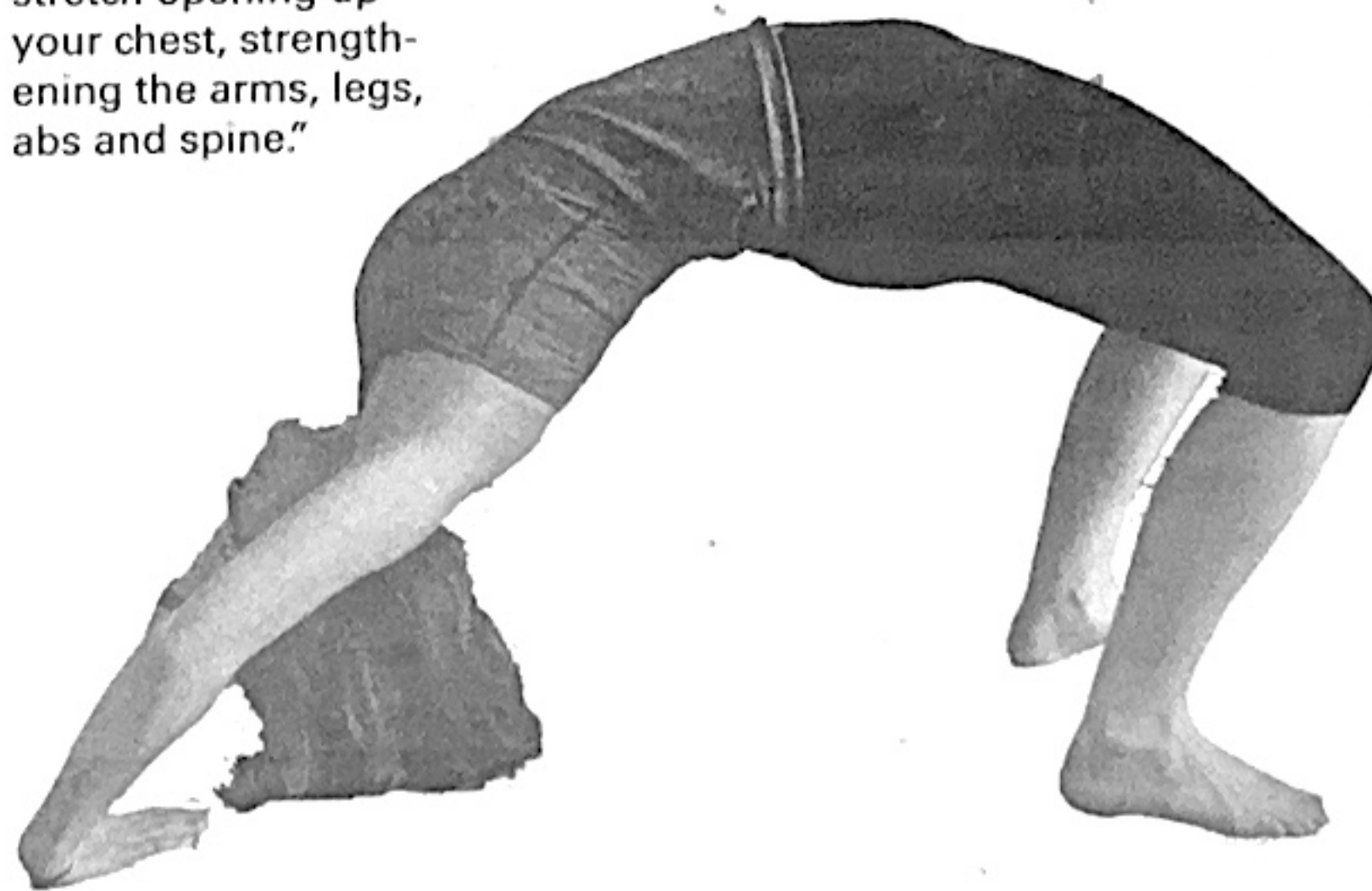
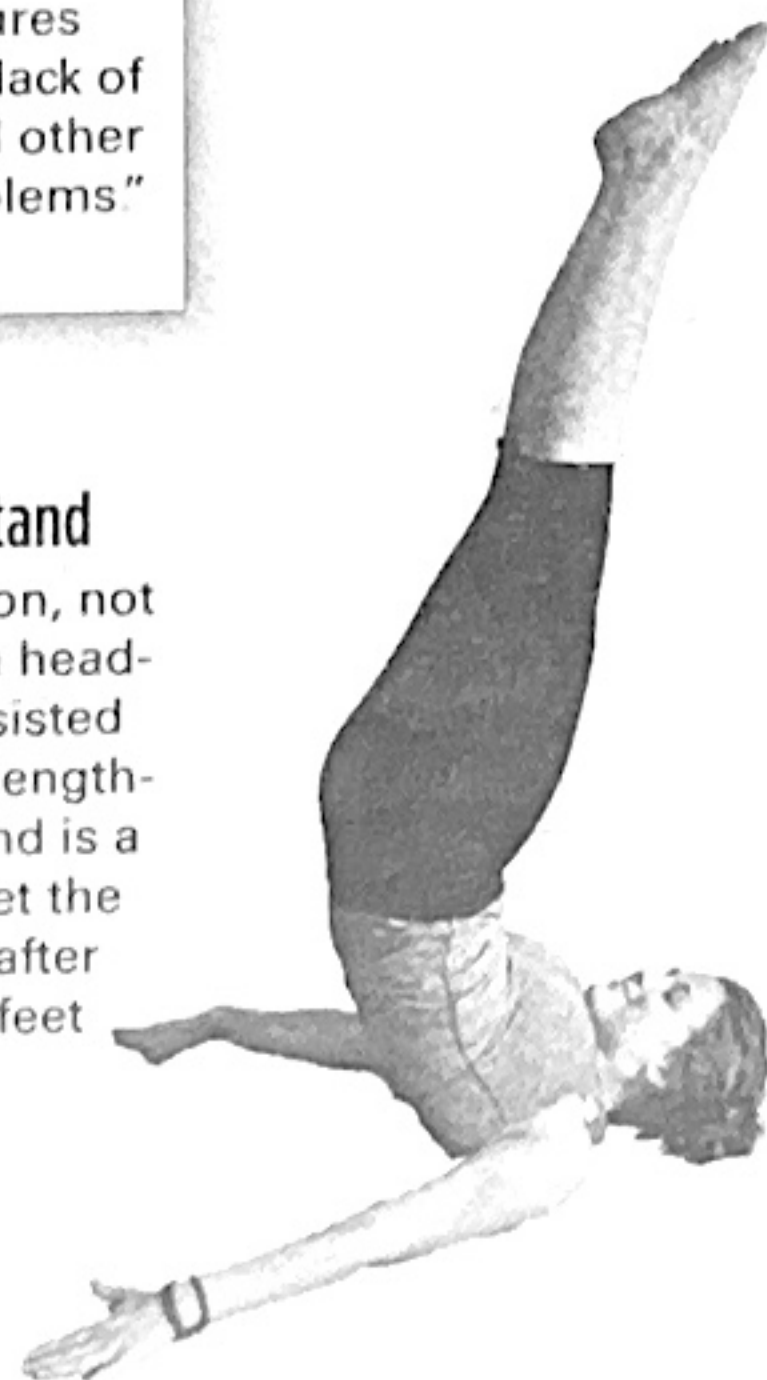
A Few Poses

Wheel

"It is a deep back stretch opening up your chest, strengthening the arms, legs, abs and spine."

Shoulder Stand

"It's an inversion, not as difficult as a headstand or an assisted headstand. It lengthens the back and is a good way to get the blood flowing after being on your feet for an hour."



ALYSSE EBERHARD/THE SHAKERITE

Tale of the Swimmer's Table



LIZ JACOB/THE SHAKERITE

Junior swimmer Seth Beal eats his fourth meal of the day during eighth period lunch. Beal consumes about 6,384 calories daily, roughly 4,000 calories more than the recommended average. Vigorous practices during season leave swimmers such as Beal in calorie deficits, so the USDA recommends a 6,000 calorie diet. In the off season, Beal lifts weights three times a week and gains approximately 10 pounds. However, during season, Beal attends 11 practices a week including lifting twice a week, three morning practices, every day after school and Saturday practice. In season, Beal loses 15 pounds. The muscle Beal gains in the off season is bulk muscle from lifting three times a week. In season, the bulk muscle turns to lean muscle. This summer Beal weighed 175 lbs. Now, he weighs 158 lbs.



= 6,384 Calories

(open-faced turkey sandwich with mashed potatoes and gravy)



Kyra Hall

Watching Seth eat during third period makes me hungry. But then he keeps eating and my stomach just keeps rumbling. If I am lucky, he will offer me some of his Fig Newtons. Seeing him bring two bagged lunches to math every day inspired me to explore the swimmer diet.

With 11 practices a week, swimmers must eat three times the calories of a mortal

KYRA HALL RAIDER ZONE EDITOR

You are what you eat, after all. Few athletes know that better than swimmers. The average person is supposed to consume 2,000 calories daily. However, for swimmers, that daily allowance is just an appetizer.

Depending on the length of daily practices and the intensity of workouts, the United States Department of Agriculture recommends male swimmers consume 6,000 calories daily or more. Females are to consume 4,000 calories. Likewise, lighter swimmers will burn fewer calories, and heavier swimmers will burn more.

"Swimming is similar to distance running

and biking in the amount of calories burned. They expend a lot of energy," dietitian and assistant field hockey coach Jennifer Clarke said. "Swimmers are burning more calories during their workouts than in most other sports." Despite the amount of calories they are allowed to consume, swimmers need to stay conscious about their food choices.

"Their diet should be rich in carbs for lasting energy. They also need lean meats daily to rebuild and strengthen their muscles," Clarke said. Carbohydrates should be the foundation to any swimmers diet. She recommends foods such as toast, bagels with peanut butter and jelly, yogurt and whole wheat cereal.



TIMOTHY BEAL

Junior Seth Beal swims freestyle in the LEL meet Jan. 28. His team's time broke the LEL record in the 400-meter freestyle relay.

dation to any swimmers diet. She recommends foods such as toast, bagels with peanut butter and jelly, yogurt and whole wheat cereal.

Clarke said it is crucial for swimmers to refuel 15 minutes after workouts to repair and replace muscle glycogen stores or energy stores. Good choices include eggs, wheat toast, protein shakes, low-fat chocolate milk, yogurt, fruit smoothies and turkey sandwiches. Swimmers should avoid soda, dessert and high-sugar foods.

Junior swimmer Seth Beal eats six meals a day and consumes more than 6,000 calories. "My mom spends \$300-\$400 on groceries every two weeks or so," Beal said. "I drink a lot of milk."

Senior swimmer Michaela Matthews doesn't give a second thought to her diet choices throughout the season. "Definitely during season I notice how much more I eat. None of us are very conscious of what we are eating because we swim it off," Matthews said. Matthews also said the team loads up on carbohydrates at pre-meet dinners.

The need for calories is evident in Beal's description of the sport. He said swimming is "the equivalent of running with weights in your hands, twisting your body and holding your breath at the same time."

Talking About

FLIPPED CLASSROOMS

Teachers across the country have implemented the "flipped classroom" approach, which reverses the educational roles of classroom and home. With flipped classroom, students watch teachers' lectures for homework and finish homework in class with the teachers' help.

Would this approach work at Shaker? We asked some students and teachers for their opinions.

Audrey Anderle



I don't know how much people would actually pay attention if they're just at home watching it, so I don't know how much it would really work learning wise. But it sounds like it would be a lot of fun.

Ayesha Adu



That's what I do now . . . I basically just take the notes and when I go home I'll go on websites that actually teach the subject and I learn at my own pace and then I understand everything better and then when I come to school I just do my homework instead.

Will Naugle



I think it's smart 'cause, like, I always have more questions at home when I'm actually doing the homework . . . being able to rewind is really helpful, I think, and being able to see what they said exactly. I do think it's a good idea.

Jewel Reid



"I think it would be a great opportunity for students who are more independent and able to work at home and then have a facilitator and other students to learn from when they come to class. So, they're also kind of reinforcing that when they come back to school. We're moving into a world that is more complex and more diverse with ideas and everything, so why not?"

Have something to say? Join the conversation at shakerite.com by searching "now and in the future."

Have an idea for a future discussion? Post it to The Shakerite's Facebook page or email it to shakerite@shaker.org along with your name.